

## **Accelerated English 1 Summer Reading Journal Requirements**

Reading journals will be used in Accelerated English as a vehicle for processing all of the literature that you read, preparing you for active discussion and analytical writing. The journals you keep will be invaluable sources of information and inspiration. Please purchase a flash drive on which you will save all electronic material, as you will be completing reading journal entries for each work we read. I would like you to begin with a reading journal this summer based on one of the following novel choices: *The Adventures of Huckleberry Finn*, *Life of Pi*, *Kite Runner*, *Lord of the Flies*. Please read ONE of the novels. The journal will be collected within the first week of school.

Please note that the reading journal must be your own ideas, your own processing. If you consult any other sources for ideas, they must be acceptable for academic study, and you must give full, accurate and complete MLA documentation, both parenthetically and on a works cited page that should be the final page of the journal entry. Also, many students say that they “work with other students.” You may never use another person’s ideas without giving proper credit – whether the source be a friend or a literary critic, you must cite words, sentences, ideas, that are not your own. With that in mind, you will best serve yourself by completing your work without the help of others. Although the reading journal is a place for you to process what you read, it is also a place to practice analyzing literature. Your audience is your instructor and the purpose is literature study so use your academic “voice” in your journal: do not use “you”, slang or contractions and avoid using “I” (this is *your* journal; therefore, the “I” is understood). Do use the literary present tense to discuss the novel. Do make literary terms an integral part of your literature discussion vocabulary. The more you use literary terms, the more successful you will be with literary analysis. If you are unfamiliar with or need definitions for terms, I recommend using the following resource: [www.virtualsalt.com](http://www.virtualsalt.com) and access “A Handbook of Rhetorical Devices” and “A Glossary of Literary Terms”.

Follow these guidelines for summer reading work:

### **1A. Reading Assignment (REQUIRED)**

One of the goals this year is to help you gain confidence in your ability to respond to and write about literature. To accomplish this we will focus on examining why authors make the choices they do and the effects they create with their choices. Examining why and how an author creates specific effects with his or her choices is the process of literary analysis and this leads us to a deeper understanding of literature.

### **1B. Annotating the Text (OPTIONAL – but recommended)**

Annotation is a key component of close reading. You need to develop a system that works for you (within the following guidelines). Effective annotating is both economical and consistent. The techniques are almost limitless. Use any **combination** of the following:

- Make brief comments in the margins (**if the book is yours to keep**). Use any white space available: inside cover, random blank pages, etc.
- Make brief comments between or within lines of the text. Do not be afraid to mark within the text itself. In fact, you must.
- Circle or put boxes, triangles, or clouds around words or phrases.
- Use abbreviations or symbols – brackets, stars, exclamation points, question marks, numbers, etc.
- Connect words, phrases, ideas, circles, boxed, etc. with lines or arrows.
- **\*Underline** – CAUTION: Use this method sparingly. Underline only a few words. **Always combine** with another method such as comment. Never underline an entire passage. Doing so takes too much time and loses effectiveness. If you wish to mark an entire paragraph or passage, draw a line down the margin or use brackets.
- Highlight – see *underline*. You cannot write with a highlighter anyway.
- **Create your own code.**
- Use post-it notes **only** if you have exhausted all available space (unlikely). Unless you cannot write in the book!

The most common complaint about annotating is that it slows down your reading. Yes, it does. That's the point.

If annotating as you read annoys you, read a chapter, then go back and annotate. Reading a text a second time is preferable anyway.

## **2. Close Reading Journal: 3 – column format (REQUIRED)**

As you read, complete a three-column journal chronicling those elements of the story you find most significant. Your journal must have a least 10 entries and your comments should consist of about 7-10 sentences of discussion/commentary about the passage. As always, when determining a grade for this section, I'll look at the effort you extend. The three columns should be page number, cropped quote, and your comments:

Page #	Cropped Quote	Comment

What should you record? Again, the possibilities are limitless. Keep in mind the reasons we annotate. Your annotations **must** include comments. I want to see evidence of thinking about what you've read.

- Have a conversation with the text. Talk back to it.
- **Ask questions (essential to active reading).**
- Comment on the actions or development of a character. Does the character change? Why? How? The result?
- Comment on something that intrigues, impresses, amuses, shocks, puzzles, disturbs, repulses, aggravates, etc.

- Comment on lines/quotations you think are especially significant, powerful, or meaningful.
- Express agreement or disagreement.
- Summarize key events. Make predictions.
- Connect ideas to each other or to other texts.
- Note if you experience an epiphany.
- Note anything you would like to discuss or do not understand.
- Note how the author uses language. Note the significance if you can.
  - ✓ effects of word choice (diction) or sentence structure or type (syntax)
  - ✓ point of view/effect
  - ✓ repetition of words, phrases, actions, events – patterns
  - ✓ narrative pace/time/order or sequence of events
  - ✓ irony
  - ✓ contrasts/contradictions/juxtaposition/shifts
  - ✓ allusions
  - ✓ any other figure of speech or literary device
  - ✓ reliability of narrator
  - ✓ motifs or cluster ideas
  - ✓ tone/mood
  - ✓ imagery
  - ✓ themes
  - ✓ setting/historical period
  - ✓ symbols

**\*\*Bring your annotated journal to class the first week of school.**

Approach the work with an open mind. Let it inspire you and stretch your imagination.

If you have a question, you may email me at [kwilson@district70.org](mailto:kwilson@district70.org).

I will check my email about once per week over the summer. If you do not get a response right away, please be patient.